WARNING CARD 6

Evaluation Instruments

a. Is an instrument to evaluate teachers in use in the school system?

YES NO DON'T KNOW

If YES: Who selected or developed the instrument?

If NO: Why should teachers be involved in developing/selecting an evaluation instrument?

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b. Is the evaluation instrument available to teachers?

YES NO DON'T KNOW

If YES: How do teachers get a copy?

If NO: How can the association ensure that teachers obtain copies?

(See over)

WARNING: Unless the evaluation instrument is in writing and available to teachers, teachers are not guaranteed they will know how and on what basis they have been evaluated.

Teachers should know what is being used to evaluate them and how it is being used.

WARNING CARD 7

Function of Evaluation Instruments

a.	Are the functions of the evaluation instrument clearly stated?	YES	NO
b.	Is the evaluation instrument intended as part of a continuing process of evaluation rather than a one-shot activity?	YES	NO
c.	Does application of the evaluation instrument lead to constructive change in teaching?	YES	NO

For each YES response:

What are the functions of the evaluation instrument?
Who determined them?
Have the teachers in this association agreed to them?

For each NO response:

How is the association involved in updating, replacing, or changing the instrument?
What needs to be done to assure that evaluation will be long-term?
How can evaluation lead to professional excellence?

(See over)

WARNING: The main purpose of evaluation should be to lead to the improvement of instruction. Teachers and administrators should agree to this purpose. The evaluation instrument should be administered periodically, and it should be used as part of an overall plan for improving total teacher performance.

WARNING CARD 8

Association Involvement

Has the teachers association been involved in the development, selection, or adoption of the evaluation instrument?

YES **NO**

If YES: What was the association involvement?
Was it adequate and effective?
Has the association taken a policy position on teacher evaluation?
If so, do you agree with it?

If NO: Is the association aware of the potential danger of unfair and inadequate teacher evaluation as it affects teacher employment, promotion, and retention?
What can you do to make the association aware?
How can the local association be organized to meet this stringent threat to teacher members?

(See over)

WARNING: Without association involvement in the selection, adoption, or development of the evaluation instrument, there is little likelihood it will be used adequately and fairly to evaluate teachers.

If teachers do not take a strong position on teacher performance evaluation, they will be unable to benefit from this important and sensitive activity. Wherever possible, associations should negotiate items for the evaluation of teachers.

WARNING CARD 9

Who Shall Evaluate?

a.	Does a department chairman evaluate teachers?	YES	NO
b.	Does the principal evaluate teachers?	YES	NO
c.	Does a supervisor evaluate teachers?	YES	NO
d.	Does the superintendent evaluate teachers?	YES	NO
e.	Do teachers evaluate other teachers (peer evaluation)?	YES	NO
f.	Does a teacher evaluate himself (self-evaluation)?	YES	NO
g.	Do students evaluate teachers?	YES	NO

For each YES response: How well qualified to evaluate are the evaluators?
Have the evaluators been trained to evaluate?

For each NO response: Who do you think should carry out the evaluation?
How should they be trained so that they carry out the evaluation in the most competent and fair manner?
Does the use of the results of evaluation lead to the design of in-service training?

(See over)

WARNING: When evaluation is carried out by only one evaluator there is danger of bias. And when evaluators are not properly trained, the results are likely to have little reliability.

Training personnel to evaluate teacher performance is a complex task; therefore, whoever does the evaluating should be adequately trained for the purpose.

Sufficient time should be allowed for full and complete evaluation of all aspects of teacher performance.

WARNING CARD 10

Due Process

If teachers are judged as inadequate, are they guaranteed due process by the association's contract with the district?

YES **NO**

If YES: How is due process guaranteed—legally or otherwise?
Do provisions apply adequately to the process of evaluation in the school district, that is:

- Is there assurance of prior consent as to when evaluation will occur?
- Is there provision for a follow-up conference at an early time?
- Is the teacher provided with a written copy of the evaluation?
- Is there opportunity for the teacher to respond and to place such response in writing in his or her personnel file?
- Are there several levels of appeal if the teacher is dissatisfied with his or her evaluation?

If NO: How can the association move swiftly to make sure these due process guarantees are provided for its members?

(See over)

WARNING: If teachers are not guaranteed due process, evaluation can be used as a punitive measure and there will be little or no recourse to just and fair resolution of actions taken. Teachers should have access to all written evaluations. Wherever possible, associations should negotiate for fair dismissal procedures.

TALLY CARD

To be used to record the responses of each person responding to the Warning Cards.

Warning Card	Yes	No	Don't Know	Comments
1. Accountability				
2. Tenured Teachers				
3. Nontenured Teachers				
4. Purposes of Evaluation				
a.				
b.				
c.				
d.				
5. Styles of Teaching and Learning				

(See over.)

Warning Card	Yes	No	Don't Know	Comments
6. Evaluation Instruments				
a.				
b.				
7. Function of Evaluation Instruments				
a.				
b.				
c.				
8. Association Involvement				
9. Who Shall Evaluate?				
a.				
b.				
c.				
d.				
e.				
f.				
g.				
10. Due Process				

SUMMARY CARD

For Immediate Action

After examining the 10 Warning Cards, how would you rate the evaluation system now being used in your district?

10 (Best) 9 8 7 6 5 4 3 2 1 (Worst)

Why?

Select two or three Warning Cards which were most meaningful to you.

What action do you want your local association to take in regard to the instrument?

By communicating these concerns to your association, you can help the association become more involved in the problems of teacher evaluation.

For further information on teacher performance evaluation in your state, write your state education association.